

# Readers and scribes

## Access arrangements and reasonable adjustments (AARA)

This information is for students, parents/carers, teachers and assessment supervisors. It applies to students undertaking summative assessment in Applied, Applied (Essential), General and General (Extension), including Alternative Sequences and General (Senior External Examination (SEE)) subjects, and Short Courses.

Readers and scribes are separate AARA that the principal (or principal's delegate) may approve for summative internal assessment. QCAA approval is required for summative external assessment and the SEE.

A reader and scribe may be approved either individually or together for supervised assessment, as set out below.

**Note:** Students should have opportunity to participate in assessment as independently as possible with the least intrusive adjustment. Schools should consider if use of assistive technology (e.g. computer, screen reader and/or speech recognition technology) will meet the needs of individual students.

## Eligibility for reader and scribe roles

Where a student is approved for both a reader and scribe, the same person performs both roles. They should have extensive experience before the assessment in performing these roles for the student.

Eligible as reader/scribe	Not eligible as reader/scribe
<ul style="list-style-type: none"><li>• non-teaching school employee, e.g. teacher aide</li><li>• teacher who is not currently teaching the student</li><li>• retired teacher</li><li>• suitable unrelated adult</li><li>• former student of the school.</li></ul>	<ul style="list-style-type: none"><li>• relative or friend of the student</li><li>• person with a relative or friend sitting the same external assessment</li><li>• current teachers of the student or private tutor</li><li>• QCAA invigilator</li><li>• senior external assessment (EA) coordinator or assessment supervisor.</li></ul>

## Reader

The reader's role is to read aloud the assessment materials or student responses as often as the student requests.

Students approved a reader are automatically approved for single-student supervision.

Permitted by readers	Not permitted by readers
<ul style="list-style-type: none"><li>• reading aloud the instructions, questions or quotations exactly as written</li><li>• reading assessment questions, stimulus or resource materials as many times as required by the student</li><li>• reading the student's responses back to them.</li></ul>	<ul style="list-style-type: none"><li>• paraphrasing or amending written instructions</li><li>• interpreting questions, diagrams, tables or instructions for the student</li><li>• discussing student responses, offering suggestions or advising the student in any way.</li></ul>

# Scribe

The scribe's role is to transcribe the student's verbal responses and directions during the assessment. Students should practise with a scribe before the assessment.

Students approved for a scribe are automatically approved for single-student supervision and extra time of five minutes per half hour, to compensate for the dictation process.

Permitted by scribes	Not permitted by scribes
<ul style="list-style-type: none"><li>• writing the student's details on the response materials</li><li>• writing or typing the student response exactly as dictated by the student</li><li>• requesting the student to repeat a word or sentence</li><li>• asking the student to spell difficult words or technical terms</li><li>• using capital letters and basic punctuation without the specific direction of the student</li><li>• ruling lines, plotting or drawing graphs and measuring with the specific direction of the student</li><li>• operating a calculator at the student's direction</li><li>• re-reading the student's response to enable the student to maintain thinking, and edit work.</li></ul>	<ul style="list-style-type: none"><li>• altering or rewriting the student's work</li><li>• interpreting questions, diagrams, tables or instructions for the student</li><li>• writing technical or difficult words without first asking the student to indicate spelling</li><li>• discussing student responses, offering suggestions or advising the student in any way.</li></ul>

## More information

- QCAA policies and processes
  - *QCE and QCIA policy and procedures handbook*, Section 6  
[www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara)
  - AARA factsheets, all available at [www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara)
  - phone 1300 381 575 or email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).



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